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ABSTRACT

In December 1986, the Governor of the State of Illinois appointed a task force to make recommendations on how each sector of society could contribute to narrowing the gap between the availability of day care services and the child care needs of working parents. The 51-member task force was composed of representatives of private industry, legislators, day care center and home providers, educators, child advocates, labor leaders, philanthropic representatives, and state agency personnel. Three work groups were established to develop recommendations for review by the full committee. Work groups focused on employer support for child care, care for under-served populations, or quality care issues. The pages of this report summarize the recommendations of the task force. Each recommendation is followed by the name of the agency or organization that was identified by participants as most appropriate to lead the implementation of the recommendation. Minority reports, a glossary of terms, and a list of steering committee members are provided. (RH)

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Governor's Task Force on Day Care

Final Report • August 1987

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Governor's Task Force on Day Care

November 20, 1987

The Honorable James R. Thompson
Governor
State House
Springfield, IL 62706

Dear Governor Thompson:

On behalf of its members we are pleased to present to you the final report of the Governor's Task Force on Day Care. This report is in response to your recognition of the overwhelming need for more high quality, affordable child care and your charge to the task force to make recommendations for narrowing the gap between current resources and the child care needs of working parents in Illinois. Clearly, we share with you the knowledge that the actions we take today are critical to the future well-being of our children and our state.

Task force members studied and made recommendations regarding three broad areas: Employer Support for Day Care, Care for Under-Served Populations, and Quality Care Issues. Many of the recommendations can be implemented quickly. Others will require additional time and resources and are long-term solutions.

Clearly, the problem of day care is not a simple one and cannot be solved by any one organization or group. Our recommendations require the energy and involvement of many groups and encourage the development of partnerships to address the need for more resources.

We encourage your support of these recommendations and offer our continued assistance in their implementation. All Task Force members thank you for the opportunity to serve on this important task force. Your commitment to finding child care solutions for Illinois families is sincerely appreciated.

Yours truly,

Elliot Lehman
Co-Chairperson

Jayne Thompson
Co-Chairperson

Enclosure

GOVERNOR'S TASK FORCE ON DAY CARE

Jayne Thompson, Co-Chairperson
Chicago

Elliot Lehman, Co-Chairperson
Fel-Pro, Incorporated
Skokie

Diane Atkinson
Orton-Keys Day Care Center
Rockford

Peg McDonnel Breslin
Illinois State Representative
Ottawa

Mary Ellen Barry
League of Women Voters
of Illinois
Chicago

Marci Buettgen
Illinois Department of
Commerce & Community Affairs
Chicago

Barbara Bouie-Scott
Illinois Department of
Commerce and
Community Affairs
Chicago

Virgil Carr
United Way of Illinois
Chicago

Barbara Bowman
Erikson Institute
Chicago

John Casey
YMCA of Metro Chicago
Chicago

Jill Bradley
Olive-Harvey College
Chicago

Micki Chulick
DeKalb County Coordinated
Child Care
DeKalb

Nancy Clark
Illinois Federation of
Business and
Professional Women
Springfield

Thomas Earley
The Kid's House
Chicago

Amy Dean
International Ladies
Garment Workers Union
Chicago

Helen Emery, M.D.
LaRabida Children's Hospital
Chicago

Dorothy Deaney
Illinois Association for
the Education of
Young Children
Bloomington

Thomas J. Faul
International Association
of Machinists - Local 126
Bellwood

Jackie DeFazio
American Association
of University Women
Glen Ellyn

Beverly Fawell
Illinois State Senator
Glen Ellyn

Jonah Deppe
Illinois State Board
of Education
Springfield

Cheryl Francis
Department of Human Services
Chicago

Josie Disterhoft
Parkside Human Services
Corporation/Lutheran
General Health Care
System
Park Ridge

Jane Grady
Laurence Armour Day School
of Rush-Presbyterian-
St. Luke's Medical Center
Chicago

Susan Doctors
Official Airlines Guides
Incorporated
Oak Brook

Irving B. Harris
Pittway Corporation
Chicago

Sister Julia Huiskamp
Catholic Urban Programs
East St. Louis

Gordon Johnson
Illinois Department of
Children and
Family Services
Springfield

Jacqueline Kassouff
National Alliance
of Business
Chicago

Barbara Kuczen-Schaller
Chicago State University
Posen-Robbins Elementary
School District 143.5
Posen

Luellen Laurenti
National Organization
for Women
Normal

Handy Lindsey
Chicago Community Trust
Chicago

Dorothy Maggett
Illinois State Board
of Education
Springfield

Sherry Marnell
Illinois Department of
Public Aid
Chicago

Scott Mies
Employees' Day Care Center
Fel-Pro, Incorporated
Skokie

Pamela Mitroff
Illinois State Chamber
of Commerce
Chicago

Susan W. Nall
Southern Illinois University
Edwardsville

Michele Piel
YWCA Of Metropolitan Chicago
Chicago

Alice Rose
Chicago Association for the
Education of Young Children
Chicago

Edna Schade
Office of the Governor
Chicago

Margaret Smith
Illinois State Senator
Chicago

Deborah Washington
Northeastern Illinois
Planning Committee
Chicago

Ruth Stern
Gonsultant
Highland Park

Bernice Weissbourd
Family Focus
Evanston

Maria Svihla
Day Care Action Council
of Illinois
Chicago

Meridel Wesely
Hinsdale School District 181
Hinsdale

Michael Thom
Chicago Association of
Commerce & Industry
Chicago

Maria Whelan
Carole Robertson Center
for Learning
Chicago

Muriel Tuteur
Illinois Women's Agenda
Chicago

Kathleen L. Wojcik
Illinois State Representative
Schaumburg

Kim Waldron
Service Employees
International Union
Chicago

CONTENTS

Executive Summary.....1

Recommendations.....3

Introduction.....11

Employer Support for Day Care.....15

Care for Under-Served Populations.....25

Quality Care Issues.....33

Minority Reports.....41

Glossary.....47

Appendix: Steering Committee.....55

GOVERNOR'S TASK FORCE ON DAY CARE

EXECUTIVE SUMMARY

Background

In response to the growing need for day care for working families in Illinois, Governor James R. Thompson appointed the Governor's Task Force on Day Care in December, 1986.

Charge to the Task Force

To make recommendations on how each sector of society can contribute to narrowing the gap between the current level of available resources and the child care needs of working parents.

Composition

The fifty-one member task force is composed of representatives of private industry, legislators, day care center and home providers, educators, child advocates, labor leaders, philanthropic representatives, and state agency personnel.

Work Groups

Three work groups were established to develop recommendations for review by the full committee:

- Employer Support for Child Care - This group examined ways in which employers may become involved in child care and how to coordinate and develop more support for child care among Illinois employers.

- Care for Under-Served Populations - This group looked at issues surrounding care for infants/toddlers, school age children, and children with special needs and developed recommendations on methods to expand the availability of day care for these groups.

- Quality Care Issues - This group examined issues related to licensing, community education, provider training, and standards of care and developed recommendations on ways to improve the quality of day care in Illinois.

The following pages summarize the recommendations of the Governor's Task Force on Day Care. After each recommendation is listed the agency or organization identified by the task force to take the lead for implementation.

SUMMARY OF RECOMMENDATIONS

GOVERNOR'S TASK FORCE ON DAY CARE

Employer Support for Child Care

1. The State, either by Executive Order or legislation, should establish a coordinating council for public/private partnerships to be named the Illinois Public/Private Coordinating Council for Child Day Care (IPPCCDC). This council should carry on activities to encourage the expansion of employer support for child day care in Illinois. It should be adequately funded and staffed to carry out its activities.

   Lead - Office of the Governor

2. Develop and disseminate information on employer support for child care which includes options (their advantages, disadvantages) and costs, and provides information on the benefits of such support for employers and employees.

   Lead - Illinois Public/Private Coordinating Council for Child Day Care

3. Develop a mechanism for providing technical assistance to employers who are interested in pursuing options for child care support.

   Lead - Illinois Public/Private Coordinating Council for Child Day Care

4. Develop financial and tax incentives to encourage employer support of child care in Illinois, and, where feasible, offer no- or low-interest loans for capital investment.

   Lead - Illinois Public/Private Coordinating Council for Child Day Care

5. Investigate the use of public, community, and school facilities for child care. Examine the barriers to using these buildings and work toward removing such barriers without sacrificing quality, health, or safety.

   Lead - Illinois Public/Private Coordinating Council for Child Day Care

6. Identify strategies and innovative techniques to secure adequate and affordable liability insurance for day care.

   Lead - Illinois Public/Private Coordinating Council for Child Day Care

7. Develop and implement a plan for expansion and coordination of resource and referral programs in Illinois.

   Lead - Department of Children and Family Services

8. As a major employer in Illinois, the State should develop and implement a plan to expand child care opportunities for all State employees.

   Lead - Departments of Central Management Services and Children and Family Services

Care for Under-Served Populations

1. Design, complete, and disseminate a data study on the needs, quality, and availability of services for infants/toddlers, school age children and children with special needs. The study should include questions relevant to the needs of parents working non-traditional hours.

   Lead - Coordinated by the Department of Children and Family Services and privately funded.

2. Develop and implement a plan for ongoing communication and coordination with appropriate professional organizations, public agencies, boards of education, labor unions, corporations, foundations, churches, and parent groups to increase resources for

infants/toddlers, school age children, and children with special needs. Encourage representatives of these groups to develop public education and awareness materials.

Lead - Department of Children and Family Services

3. A plan should be developed and implemented to build support for services to infants/toddlers, school age children, and children with special needs from the private sector, including the philanthropic, corporate, and labor communities, voluntary service organizations, consumers, general public, and disease oriented voluntary agencies (DOVA's). Mechanisms for developing support or areas of involvement for each sector include:

   a. Corporate/Labor Communities

      Encourage support from these sectors by providing:

      1) Information on the general needs of these populations;

      2) Educational materials to develop positive attitudes toward services;

      3) Information on the options for involvement and support; and

      4) Information on the benefits resulting from involvement/support, including tax advantages, public relations, staff recruitment/retention, and morale.

   b. Philanthropic Community

      Appropriate support would include:

      1) Supporting training efforts to improve and expand resources to these populations;

      2) Supporting studies to identify quality components and programs to increase quality programming;

      3) Supporting existing and expanded resource and referral programs, particularly in the area of resource development; and

      4) Supporting resource projects which identify needs, resources, and mechanisms to meet needs.

c. Voluntary Service Organizations

Encourage support by:

1) Providing information on the needs through the Governor's Office of Voluntary Services; and

2) Providing these groups with a list of options for participation.

d. Consumers and General Public

1) Develop mechanisms to involve these groups in the advocacy process; and
2) Develop mechanisms to encourage voluntary services.

e. Disease Oriented Voluntary Agencies (DOVA's)

Appropriate support would include:

1) Providing consultation and technical assistance to existing and new programs in serving chronically ill or handicapped children; and

2) Joining advocacy efforts to expand resources.

Lead - Department of Children and Family Services and State Advisory Committee on Day Care

4. Specialized training should be developed and provided to the child care staff serving these groups and to other institutions/individuals who are not currently providing such care to encourage them to expand services to these populations.

Lead - State Advisory Committee on Day Care

Quality Care Issues

1. Develop and implement a child care resource development plan with specific objectives to increase the supply and availability of quality day care staff and resources throughout Illinois.

Lead - Office of the Governor

2. Expand all areas of corporate, public, and private support, funding, and technical assistance for innovative, high quality educational programs for young children.

   Lead - Office of the Governor

3. Promote the use of school facilities for child care programs operated by public or private groups. Assist local boards of education in considering ways to increase flexibility in use of space and in methods of transporting children for preschool and after school care.

   Lead - Office of the Governor

4. Study, design, and promote the implementation of a child care incentive program for day care homes and centers and conduct a public review of potential options, including the following:

   a. An accreditation system, such as the systems developed by the National Association for the Education of Young Children;

   b. A quality incentive program which ties higher rates to quality when public funds are involved;

   c. A two tier licensing program relating to quality where a "level one" license would mean the program meets special quality standards and a "level two" license would mean the program meets minimum standards; and

   d. Making public the licensing level of each facility.

   Lead - State Advisory Committee on Day Care

5. Day care licensing standards should be reviewed and revised to consider:

   a. Adding quality requirements;

   b. Enlarging on the open door policy for parents;

   c. Presenting consumer education programs regarding quality child care; and

   d. Including child/staff interaction principles.

   Lead - State Advisory Committee on Day Care

6. Identify, develop, and promote performance objectives which can be used in evaluating individual staff and programs.

   Lead - Department of Children and Family Services

7. Identify (possibly develop) and promote screening tools, interviewing guidelines, and other materials for use by child care providers in recruiting, hiring, and evaluating qualified staff.

   Lead - Department of Children and Family Services

8. Initiate a career ladder, salary and benefits improvement study. Set forth salary/benefit increments and market salary increment program. The program may utilize salary scales adopted by local boards of education. The State rate of purchasing day care should be adjusted to the salary/benefit improvement program.

   Lead - Day Care Provider Community

9. Develop an objective rate setting structure that reflects the costs implicit in quality care.

   Lead - State Advisory Committee on Day Care

10. Establish a consortium of education and training entities and child care providers to:

    a. Develop a statewide education and training plan for all providers -- licensed, license exempt, family day care homes and day care centers;

    b. Promote a statement of basic principles of quality care, perhaps using the accreditation standards from the National Association for the Education of Young Children (NAEYC) as a model;

    c. Develop systems to help facilities adopt/adapt curricula based on sound principles of learning and child development;

    d. Promote and support special training and retraining opportunities on child care techniques, management skills, budgeting, etc.; and

e. Establish and promote training and/or certification programs for day care home providers.

Lead - Department of Children and Family Services

11. Develop and market public service announcements for television, radio, and print media on how to find and select quality day care, as well as on the need for the development of additional quality day care programs.

Lead - Day Care Provider Community

12. Develop a plan for community day care forums to inform the public about day care needs and resources, community assistance programs, and other community resources.

Lead - Day Care Provider Community

INTRODUCTION

In response to the growing need for day care* for working families in Illinois, Governor James R. Thompson appointed a Governor's Task Force on Day Care in December, 1986. The fifty-one member task force is composed of representatives of private industry and state agencies, as well as legislators, day care center and home providers, educators, child advocates, philanthropic representatives and union leaders. The charge to the task force was to make recommendations on how each sector of society can contribute to narrowing the gap between the current level of available resources and the child care needs of working parents.

Task force members were provided with a report, Child Day Care Resources in Illinois, prepared by the Chapin Hall Center for Children at the University of Chicago. The report included information on current day care programming, current and projected demand for day care, and options for expanding day care resources. Task force deliberations were guided by the following background statement:

> Over the past two decades dramatic changes in the working patterns of families have contributed to an ever-increasing need for child care services. Six out of every ten mothers of preschool and school age children are in the labor force. Family and community stability and employee effectiveness are, as a consequence, heavily influenced by the availability of sufficient high quality day care options for working parents.
>
> As the need for high quality day care services has grown, Illinois' support for child care has significantly increased. State funding for employment related day care services exceeds $50,000,000 this fiscal year, up from $750,000 in 1970. Over 20,000 children are served in this program, compared to 1,000 children in 1970.

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*For the purpose of this report the terms "day care" and "child care" will be used interchangeably. A working definition of day care is included in the glossary.

The state now licenses and monitors over 7,600 day care facilities. Additionally, state funds support training programs for child care providers to help upgrade the quality of care for children.

State government has taken the lead as a major supporter of day care in Illinois. However, as state support continues to increase, there persists a substantial unmet need for high quality day care resources for working families. In recognition of the fact that adequate child care is an important societal need, various other sectors have entered into the day care arena. For example, elementary schools have begun to offer extended day care programs for school age children of working parents. Also, some employers have begun to offer child care assistance as an employee benefit. Yet there remains a significant disparity between available day care services and the needs of working parents and those in job training programs.

A global approach to enlarging and developing the pool of child care resources would require that attention be given to the needs of parents who are not employed. However, work of an effective task force is characterized by pursuit and achievement of manageable objectives. Consideration of the issues surrounding day care of children of non-working parents is not within the realm of manageability for this task force. Through acknowledgement of the needs of these parents and referral of the examination of these needs to the State Advisory Committee on Day Care, the defined issue of child care for working parents can be fully explored by the Governor's Task Force on Day Care. In addition, day care needs of non-working parents will receive the careful analysis required for development of realistic recommendations.

Illinois is, therefore, reaching out to other public and the private sectors to join in broadening the child care resource base for employed Illinois parents. In partnership with corporate, academic, philanthropic, and community sectors, additional resources can be identified, linkages established, and new activities encouraged in the day care arena. In

addition to focusing on activity directly related to day care, however, consideration must be given to identifying child care costs such as insurance, licensing and other regulatory matters. The State of Illinois, by virtue of its long standing presence in the day care provider community, can offer valuable guidance and technical expertise in developing a system of resources which will be responsive to the needs for day care which now exceed the capacity of existing services.

In January, 1987, the task force members met for two working days to develop recommendations for the Governor. Three primary issues were identified, and three work groups were established to develop recommendations for review by the full task force:

Employer Support for Child Care - This group examined ways in which employers may become involved in child care and how to coordinate and develop more support for child care among Illinois employers.

Care for Under-Served Populations - This group looked at issues surrounding care for infants/toddlers, school age children, and children with special needs and developed recommendations on methods to expand the availability of day care for these groups.

Quality Care Issues - This group examined issues related to licensing, community education, provider training, and standards of care, and developed recommendations on ways to improve the quality of day care in Illinois.

A draft report was prepared based on the proceedings of the two-day meeting. In May, 1987, the task force reconvened to take final action on the recommendations.

The final recommendations of the task force are included in this report. Each is supported by a rationale and is followed with a recommendation as to which sector should take the leadership role in implementation. The recommendations are presented as a package and not prioritized because of their inter-relationship.

Clearly, the problem of day care is not a simple one. Issues such as quality and accessibility were addressed by all three of the work groups. To that end, there is some overlap in the recommendations. However, such overlap is complementary rather than contradictory and serves to

underscore the importance placed on the issues by the task force members.

Task force members reached consensus on almost all the recommendations outlined in this report, though a few disagreed with some specific recommendations. All agree, however, that as a total package these recommendations form the foundation and framework to begin to narrow the gap between available resources and the demand for high quality day care to support Illinois working families.

EMPLOYER SUPPORT FOR CHILD CARE

PRINCIPLE

Neither employers nor state government alone can fill the unmet need for child care in Illinois. There must be a supportive effort from various sectors to explore and promote public/private partnerships and to provide continuing education about the child care issues facing employees and employers.

BACKGROUND

While employers are only beginning to realize how the lack of affordable and accessible child care affects their employees, a growing number are providing some form of child care support for their employees. Nationally, approximately three thousand employers were involved in 1986. Some Illinois employers currently provide child care assistance. The level of their involvement varies widely from the provision of on-site child care to dependent care salary reduction. Some purchase child care referral services, and at least one company provides cash assistance through a voucher program.

Increased employer support for child care can be attributed to the benefits employers have experienced as a result of their involvement, as well as to the increased realization that family issues such as child care affect employee stability and productivity. For example, Elliot Lehman, Co-Chairperson, of Fel-Pro, Inc. in Skokie, explains that their on-site day care center provides benefits to the company, as well as the employee. These benefits include lower turnover, improved attendance, improved recruitment of skilled workers, higher productivity, higher moral, increased company loyalty, and an increased sense of pride and company identification. In addition, Fel-Pro perceives that their provision of child care services not only provides values to the child and family, but also provides important services to the community and to society at large. Children are better prepared educationally and socially to become more active and productive citizens in later life, thereby increasing their chances for employment as adults.

There are a variety of options available to employers who want to assist their employees with child care. Companies select the appropriate option based on employee/employer needs, policies, finances and philosophy.

Information Programs

- Resource and Referral - A service that provides information about child care, counseling for parents on selecting quality care, and referrals to local child care providers that match individual family needs. It may also include parent education seminars and recruitment and training of child care providers.

- Parent Education and Parent Counseling - Services that can be provided at the job site to help working parents make informed choices about child care.

Flexible Personnel Policies

- Flextime - Employees are full-time, but can arrange with their employer the times of their work day.

- Job Sharing - The work and responsibility for one full-time position is shared by two or more employees.

- Flexiplace - Employees may be allowed to work at home.

- Dependent Care Sick Leave - Employees are allowed to use sick time to care for an ill child, spouse, or elderly parent.

- Parental Leave - Employees are given paid or unpaid leave at the time of childbirth or adoption.

Financial Assistance

- Voucher System - Parents are allowed to choose their own child care provider and submit a voucher to the company for full or partial payment of fees.

- Vendor Program - An employer purchases slots at a local child care facility for its employees. This may be full or partial payment.

- Flexible Benefit Plan - An employee is allowed to choose child care as an option in a benefits package.

- Salary Reduction - Employers establish a special spending account for dependent care from which fees are paid from pre-tax income.

Direct Services

- On- or Near-Site Day Care - These can be operated by a single company, a consortium of companies, or can be contracted out for operation. Subsidy from the company may be in-kind or cash.

- Donation of Space - Employers can donate space to be used to house day care facilities.

- Family Day Care Networks - Employers can establish and supervise their own system of day care homes for their employees. This may also be done through contract with another agency.

Child Care Consortia

- Groups of employers may work together to develop and provide child care support to their employees. This may be a good option for smaller businesses.

Despite the growing involvement of employers in support for child care, there are barriers that slow or inhibit such support. The following issues have a significant impact.

- The majority of our labor force are employed by small businesses.

- Employees continue to be reluctant to speak about child care needs/problems at the work site with their supervisors.

- There is a lack of long-term research that documents significant economic benefits to employers involved in child care.

- Overall, the business community still remains relatively uninformed about child care options and child care needs of their employees.

- There continues to be a debate over the issue of child care and whether it should be viewed as only a family issue and not an issue of economic development.

The increased involvement of employers in child care can have a significant impact on day care supply and demand in Illinois. Forecasters on the subject predict that child care will affect the cost of labor and the content of benefit plans.

RECOMMENDATIONS

Through the appointment of the Governor's Task Force on Day Care, the State has already assumed a leadership role in recognizing the need for increasing the supply of day care for Illinois working families. This role should be continued and expanded to facilitate and coordinate public/private partnerships to meet the demand. The recommendations which follow address the areas of COORDINATION, TECHNICAL ASSISTANCE, INCENTIVES, RESOURCE AND REFERRAL, and THE STATE AS A MODEL EMPLOYER.

COORDINATION

1. The State, either by Executive Order or legislation, should establish a coordinating council for public/private partnerships to be named the Illinois Public/Private Coordinating Council for Child Day Care (IPPCCDC). This council should carry on activities to encourage the expansion of employer support for child day care in Illinois. It should be adequately funded and staffed to carry out its activities.

   Rationale - Efforts to increase employer support for child care should include the involvement of various groups which are fully aware of the issues, needs, and barriers. The Illinois Public/Private Coordinating Council would serve as an advisory/study group which would be heavily weighted with private employers from large and small companies. Additional representation would include organized and business trade organizations, legislators, child care professionals, corporate foundations, cabinet-level government officials, and local agencies involved in economic planning, zoning, insurance and child care regulation.

   Lead - Office of the Governor

TECHNICAL ASSISTANCE

2. Develop and disseminate information on employer support for child care which includes options (their advantages, disadvantages), and costs, and provides information on the benefits of such support for employers and employees.

3. Develop a mechanism for providing technical assistance to employers who are interested in pursuing options for child care support.

   Rationale - Employers need information on how to assess employee child care needs, the various options available to meet these needs, how child care can benefit their operations, and where to go for assistance. This information should be readily available to employers at a low cost. Care should be taken to ensure that materials and technical assistance provided are of high quality, using all available expertise on these issues.

   Lead - The Illinois Public/Private Coordinating Council for Child Day Care should develop the informational materials and recommend a plan for the provision of technical assistance and dissemination of information. The materials, technical assistance and dissemination methods should be continually monitored and revised.

INCENTIVES

4. Develop financial and tax incentives to encourage employer support of child care in Illinois and, where feasible, offer no- or low-interest loans for capital investment.

   Rationale - Incentives are needed to encourage additional employer support for child care. Appropriate tax or other models from other states and countries can be examined for Illinois. Federal incentives should be explored.

   Lead - The Illinois Public/Private Coordinating Council for Child Day Care should review the various incentives currently available in other states, as well as developing new programs for consideration by the Governor and the General Assembly.

5. Investigate the use of public, community, and school facilities for child care. Examine the barriers to using these buildings and work toward removing such barriers without sacrificing quality, health, or safety.

Rationale - Buildings that are suitable for child care are often difficult to locate. A list of such possible buildings might encourage employers to use existing space as opposed to investing large amounts of money into building new facilities. Smaller companies may be encouraged to form consortiums to support near- or on-site child care programs if buildings could be readily identified.

Lead - The Department of Commerce and Community Affairs, along with the Department of Children and Family Services, should work together with the Illinois Public/Private Coordinating Council for Child Day Care to compile such a list and make it available to employers.

6. Identify strategies and innovative techniques to secure adequate and affordable liability insurance for day care.

Rationale - The lack of available and affordable liability insurance for child care is a barrier to employer involvement in its support.

Lead - The Illinois Public/Private Coordinating Council for Child Day Care should study available options for insurance and make recommendations to appropriate policy makers. Information on insurance options should be made available to employers interested in child care.

RESOURCE AND REFERRAL

7. Develop and implement a plan for expansion and coordination of resource and referral programs in Illinois.

Rationale - Resource and referral programs can be a centralizing force in contacting employers and encouraging their support by supplying data on resources and unmet needs. An effective statewide system of coordinated resource and referral programs can assist employers/employees by making appropriate referrals, as well as developing new resources for child care.

Lead - The Department of Children and Family Services should conduct a study of the current resource and referral programs in Illinois, as well as the systems operating in other states.

With the consultation of the Illinois Public/Private Coordinating Council for Child Day Care, DCFS should develop the resource and referral expansion and coordination plan. It should include methods for monitoring and evaluating plan implementation.

STATE AS MODEL EMPLOYER

8. As a major employer in Illinois, the State should develop and implement a plan to expand child care opportunities for all state employees.

Rationale - By assuming a leadership role in providing child care support, the State can begin to encourage other employers, be they private, public, or not-for-profit, and provide a successful model for replication.

Lead - The Department of Central Management Services and the Department of Children and Family Services should develop a recommended plan for consideration. Information on the adopted plan and its benefits to the State as an employer should be widely disseminated as an incentive to other employers in Illinois.

CARE FOR UNDER-SERVED POPULATIONS

PRINCIPLE

The lack of good child care is especially acute for particular populations: infants/toddlers, school age children, and children with special needs. The involvement of the various sectors of society and the development of public/private initiatives are necessary to increase the child care resources for these groups. There is a need for improved data collection on what is available, development of more cooperative and coordinating mechanisms, and more public education on the needs of these populations.

BACKGROUND

While it is generally agreed that there is a shortage of quality care for infants and toddlers in Illinois, the actual need has not been clearly defined. It is estimated that 40% of these children of working parents receive care by a relative. Home care, either licensed or exempt from licensing, serves the next largest group. Center-based care serves the rest. It is difficult to meet the needs of these very young children in group care.

Babies need consistency. However, with the high staff turnover in the child care field, this is hard to achieve. Babies need the attention of a responsive adult, requiring a low child-to-staff ratio and resulting in a higher cost. They need staff who are highly trained to provide the stimulation they need. And they are very susceptible to disease. Thus, staff must be well trained in health and safety techniques. But the status of child caregivers in Illinois and nationally in terms of wages and benefits is such that it is extremely difficult to attract and retain qualified staff.

The demand for infant care has continued to grow as more and more mothers of very young children are entering the work force. Data on the need is critical, as well as information on the best mechanisms for meeting this need. Additionally, parents need assistance in locating and evaluating available care. An increase in resource and referral programs and networks of family day care homes may be part of the answer. However, the provision of ongoing training for caregivers of these very young, vulnerable children must be widely available, regardless of the particular care arrangement.

Another great need for child care is before and after school care, including summer and holiday care. Although some older children may be mature enough to handle being alone, most children need supervision by a responsible

adult. New evidence has suggested that next to infants our most vulnerable children are those in the older grades - sixth, seventh and eighth graders. These are the children who are pressured into using drugs, causing problems with delinquency, and becoming sexually active.

Public schools have started to respond to the needs for school age child care. The response has ranged from providing transportation to other child care arrangements to actually operating a before and after school program for children of working parents. Additionally, park districts, churches, family day care homes, YWCA's and YMCA's have begun to offer programs. However, like infant/toddler care, there is little hard data on the needs and resources available. For school age children in particular, there is little coordination among these various resources.

Perhaps the one population for whom there is the greatest limit on available resources is that of the special needs child. For this group there is the least understanding of needs and resources. Some of the barriers to expanding services to these children include child care staff's lack of knowledge of the needs of these children, unavailability of consultants to assist such staff, and a lack of available funds to make physical adjustments to existing facilities to serve handicapped children.

RECOMMENDATIONS

The establishment of the Governor's Task Force on Day Care is an important first step in addressing the child care needs of working parents in Illinois. It is recommended that the State continue to assume a leadership role and serve as a catalyst to mobilize, expand, and coordinate the involvement of the various sectors in the development of additional child care resources.

The following recommendations are made to address the needs of infants/toddlers, school age children, and children with special needs, and are grouped into the categories of DATA/INFORMATION, COORDINATION/ADVOCACY, PRIVATE SECTOR SUPPORT, and TRAINING. While the recommendations are important steps for addressing the immediate day care needs in Illinois, they should not be viewed as a substitute for continued and expanded funding from state, federal, and local governments.

DATA/INFORMATION

1. Design, complete, and disseminate a data study on the needs, quality, and availability of services for infants/toddlers, school age children and children with special needs. The study should include questions relevant to the needs of parents working non-traditional hours.

   Rationale - There is a lack of reliable data on the true needs and resources for these populations in Illinois. Without such data it is difficult to encourage the various sectors to become involved in development and support. Wide dissemination will result in greater awareness at all levels.

   Lead - While the State should coordinate and possibly design the study, funding should be sought from the various philanthropic, public, and corporate communities. Participants should include representatives of academia, providers, philanthropic and advocacy groups, public agencies, disease oriented voluntary agencies (DOVA's), parents, employers, and unions. It may be appropriate to use existing resource and referral networks to participate in or conduct the study.

COORDINATION/ADVOCACY

2. Develop and implement a plan for ongoing communication and coordination with appropriate professional organizations, public agencies, boards of education, labor unions, corporations, foundations, churches, and parent groups to increase resources for infants/toddlers, school age children, and children with special needs. Encourage representatives of these groups to develop public education and awareness materials.

   Rationale - There are several organizations outside of the day care community involved in services to these populations, such as park districts, churches, and service organizations. There are also public policies and laws which may inhibit service expansion. By combining resources and developing cooperative agreements, the available resources can be increased and improved, gaps in service can be easily identified, and work can be done to remove barriers to service expansion.

Lead - The State should coordinate the effort through an ongoing mechanism.

PRIVATE SECTOR SUPPORT

3. A plan should be developed and implemented to build support for services to infants/toddlers, school age children, and children with special needs from the private sector, including the philanthropic, corporate, and labor communities, voluntary service organizations, consumers, general public, and DOVA's. Mechanisms for developing support or areas of involvement for each sector include:

   a. Corporate/Labor Communities

      Encourage support from these sectors by providing:

      1) Information on the general needs of these populations;

      2) Educational materials to develop positive attitudes toward services;

      3) Information on the options for involvement and support; and

      4) Information on the benefits resulting from involvement/support, including tax advantages, public relations, staff recruitment/retention, and morale.

   b. Philanthropic Community

      Appropriate support would include:

      1) Supporting training efforts to improve and expand resources to these populations;

      2) Supporting studies to identify quality components and programs to increase quality programming;

      3) Supporting existing and expanded resource and referral programs, particularly in the area of resource development; and

      4) Supporting resource projects which identify needs, resources, and mechanisms to meet needs.

c. Voluntary Service Organizations

Encourage support by:

1) Providing information on the needs through the Governor's Office of Voluntary Services; and

2) Providing these groups with a list of options for participation.

d. Consumers and General Public

1) Develop mechanisms to involve these groups in the advocacy process; and

2) Develop mechanisms to encourage voluntary services.

e. Disease Oriented Voluntary Agencies (DOVA's)

Appropriate support would include:

1) Providing to existing and new programs consultation and technical assistance in serving chronically ill or handicapped children; and

2) Joining advocacy efforts to expand resources.

Rationale - The various sectors are unaware of the needs of these populations, and therefore may not be aware of the various mechanisms for involvement and support. Ongoing efforts are needed to encourage a variety of support services in all areas.

Lead - The Department of Children and Family Services should assign this task to a subcommittee of the State Advisory Committee on Day Care. The subcommittee membership should be expanded to include representatives knowledgeable in the needs of these populations, as well as representatives of the various sectors. This would be an ongoing task.

TRAINING

4. Specialized training should be developed and provided to the child care staff serving these groups and to other institutions/individuals who are not currently providing such care to encourage them to expand services to these populations.

Current day care training contracts should be evaluated to ensure that they include training for serving infants/toddlers, school age children, and children with special needs. Future training plans should also insure that these groups are included. Mechanisms should be developed to secure ongoing consultation and support from various individuals with expertise in service to these populations, including pediatricians, psychologists, nurses, etc.

Rationale - There is a lack of training and consultation for staff working with these populations, as well as a lack of incentives for staff to secure training. Increased availability of training programs and the development of incentives for participation will maintain current resources, as well as encourage more providers to expand their services.

Lead - The State Advisory Committee on Day Care should assign this task to its subcommittee on training. The subcommittee membership should be expanded to include representatives knowledgeable of the needs of these populations.

QUALITY CARE ISSUES

PRINCIPLE

Children deserve quality day care that not only meets their basic need for nutritious foods and a clean, safe environment, but also contributes to their social, emotional, physical, and intellectual development. Parents want their children to receive safe, healthy, and high quality child care. All sectors of society must work toward ensuring that such services are available.

BACKGROUND

Efforts to increase the supply of child day care should not be undertaken without a parallel effort to increase the quality of care available. Research has demonstrated that quality care can significantly improve a child's educational performance, as well as reduce delinquency and school dropouts. Conversely, second rate day care imposes severe hardships on children which may continue into their adult lives.

Several factors influence the quality of day care. Qualified, well trained teaching staff are essential to any quality program. Teachers*, both center- and home-based, need a full understanding of child development, including the cognitive, emotional, social, physical, and nutritional needs of the child. In addition to knowledge of child development, day care center directors need sound managerial skills to maintain a solvent operation. Yet, there currently is a shortage of qualified individuals coming into the child care field, and ongoing training programs for current staff are still in short supply.

Much of the problem with finding and maintaining qualified staff is related to the status of these educators in our society. Wages are low, often little more than the minimum. Employee benefits, such as health insurance, are seldom provided. As a result, there is frequent staff turnover. The pool of qualified individuals is beginning to shrink because people cannot afford to accept the jobs.

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*For the purpose of this section the terms teacher or educator will be used in place of "caregiver" to emphasize the fact that these individuals have a significant impact on the development of children in society. The low status often afforded these important individuals is, in part, due to a lack of understanding by many people of the role "caregivers" play in helping a child reach maximum potential.

Increased public and consumer awareness of the components of quality care can have a significant impact on increasing quality programming. Care expectations need to be raised. Parents need information on how to select and monitor their care arrangements, as well as knowledge of licensing requirements. While licensing does set minimum standards, parents can and should demand a higher level of services, and information on what constitutes quality care should be available for them.

Parents need to become actively involved in their child's day care program. Most quality programs actively involve parents. This enables parents to learn more about their child's developmental needs and to assist the child's teacher in designing appropriate programming. Parent involvement can range from frequent parent visits to the program to active participation as a member of a parents' advisory group or board of directors.

Incentives are needed to encourage providers to exceed minimal licensing standards. The National Association for the Education of Young Children has established a center accreditation program to recognize truly outstanding center-based programs. Similar programs should be adopted for home-based child care. Information on accredited programs should be widely publicized and available to consumers.

Finally, increasing the quantity of care available to parents will ultimately impact on the quality of care. As parents are given real alternatives, they will have the opportunity to become more selective. The industry will necessarily become more competitive, offering higher level services to stay in the market.

The following recommendations are presented as a beginning to improve the quality of care provided Illinois children. Recommendations are grouped as CHILD CARE SUPPLY AND AVAILABILITY, CHILD CARE STAFF AND PROGRAM ENHANCEMENTS, and COMMUNITY/CONSUMER EDUCATION AND INVOLVEMENT.

RECOMMENDATIONS

CHILD CARE SUPPLY AND AVAILABILITY

1. Develop and implement a child care resource development plan with specific objectives to increase the supply and availability of quality day care staff and resources throughout Illinois.

2. Expand all areas of corporate, public, and private support, funding, and technical assistance for innovative, high quality educational programs for young children.

3. Promote the use of school facilities for child care programs operated by public or private groups. Assist local boards of education in considering ways to increase flexibility in use of space and in methods of transporting children for preschool and after school care.

   Rationale - Quality of child care has a direct relationship to the availability of child care. The number of child care spaces needs to be expanded through all sources, including licensed family day care, state subsidized spaces, private sector and employer supported initiatives, and expanded use of existing facilities, such as school buildings.

   Lead - The State, through the Governor's Office, should take the lead and mobilize staff of the Departments of Children and Family Services, Public Aid and Commerce and Community Affairs, and the Illinois State Board of Education to work with the private sector on this initiative.

CHILD CARE STAFF AND PROGRAM ENHANCEMENTS

4. Study, design, and promote the implementation of a child care incentive program for day care homes and centers and conduct a public review of potential options, including the following:

   a. An accreditation system, such as the system developed by the National Association for the Education of Young Children;

   b. A quality incentive program which ties higher rates to quality when public funds are involved;

   c. A two tier licensing program relating to quality where a "level one" license would mean the program meets special quality standards and a "level two" license would mean the program meets minimum standards; and

d. Making public the licensing level of each facility.

Rationale - State child care licensing standards by statute specify that standards must be minimal. In order to stimulate a higher level of care, an incentive program may be most effective. Such incentives may include funding (rates), recognition, special grants, etc.

Lead - The State Advisory Committee on Day Care should evaluate the pros and cons of each option and present their report to the State for consideration.

5. Day care licensing standards should be reviewed and revised to consider:

a. Adding quality requirements;

b. Enlarging on the open door policy for parents;

c. Presenting consumer education programs regarding quality child care; and

d. Including child/staff interaction principles.

Rationale - Licensing affects a very large group of providers. Strengthening licensing standards will have a significant impact on quality.

Lead - The State, through the State Advisory Committee on Day Care, should be given the lead and involve representatives of the private sector.

6. Identify, develop, and promote performance assessment objectives which can be used in evaluating individual staff and programs.

7. Identify (possibly develop) and promote screening tools, interviewing guidelines, and other materials for use by child care providers in recruiting, hiring, and evaluating qualified staff.

Rationale - New low cost tools are now available for screening and interviewing child care job applicants. These tools may be the best devices to screen out potential problem employees.

There is a need for greater utilization and uniformity in evaluating child care staff performance. Improved staff evaluations should improve child care service.

Lead - The State, through the Department of Children and Family Services, should make these resources available and work with the child care community to promote widespread use of these tools.

8. Initiate a career ladder, salary and benefits improvement study. Set up salary/benefit increments and market the increment program. The program may utilize salary scales adopted by local boards of education. The state rate of purchasing day care should be adjusted to the salary/benefit improvement program.

Rationale - The salary issue applies to all child care providers. Increased salaries and status are necessary to recruit and retain quality teaching staff. It is a special and urgent issue requiring creative development and marketing strategies.

Lead - Although the State may convene a work group, the child care community should take the lead responsibility.

9. Develop an objective rate setting structure that reflects the costs implicit to quality care.

Rationale - There is concern that the state reimbursement rate is inadequate, the rate methodology does not include all valid costs, and the rate does not support quality care. Also, a higher rate should be given to child care providers who are in the proposed incentive program.

Lead - State Advisory Committee on Day Care

10. Establish a consortium of education and training entities and child care providers to:

a. Develop a statewide education and training plan for all providers - whether licensed or license exempt, family day care homes or centers;

b. Promote a statement of basic principles of quality care, perhaps using the accreditation standards from the National Association for the Education of Young Children (NAEYC) as a model;

c. Develop systems to help facilities adopt/adapt curricula based on sound principles of learning and child development;

d. Promote and support special training and retraining opportunities on child care techniques, management skills in budgeting, etc.; and

e. Establish and promote training and/or certification programs for day care home providers.

Rationale - Quality staff training for day care centers and homes was determined to be the best method for improving quality care.

Lead - The State should convene the consortium and support the consortium in the development of the work products.

COMMUNITY/CONSUMER EDUCATION AND INVOLVEMENT

11. Develop and market public service announcements for television, radio, and print media on how to find and select quality day care, as well as on the need for the development of additional quality day care programs.

12. Develop a plan for community day care forums to inform the public about day care needs and resources, community assistance programs, and other community resources.

Rationale - Parents need information to assist them in locating day care and to help them assess program quality as they make child care choices. Also, the general public is a valuable future resource and should be given information on how individuals may increase the availability of day care either by operating family day care homes or by helping to develop additional center or home resources.

Lead - Although the State may convene child care representatives, the latter should take the lead in designing and distributing the products.

MINORITY REPORT

Submitted by Thomas Earley

Although there is a discrepancy in statistical analysis (family child care homes provide between 37% to 70%* of all child care outside of the parents' home), researchers agree that family child care providers clearly service the greatest number of children among all care givers outside the home.

Historically, the family child care provider (licensed or not) has been perceived to be little more than a "babysitter" by the general public, non-profit and governmental agencies, and the educational community. Many providers, however, view themselves as professional, independent business owners who are enthused about new recognition for the provider community from social service agencies and the Department of Children and Family Services. These organizations are beginning to acknowledge that the best experts in family child care are the family child care providers themselves. From the standpoint of private business, providers, who have the potential to earn two to three times as much money as center directors, are demanding input into the decision-making processes that directly and indirectly affect their businesses.

It is frustrating to watch as training grants supported by public monies are written and awarded by individuals with little or no direct experience in family child care. The evaluation of the training program at the end of the grant period is also done by individuals with little or no direct experience in the family child care business. An appropriate approach to maximizing state funds targeted to improve the quality of child care would be to integrate family providers into all phases of grant seeking, dissemination, and evaluation of grants pertaining to family child care.

The State of Illinois, through DCFS, requires that all family child care providers servicing more than three children be licensed; yet, it is estimated that only 10% to 25% of family child care homes are licensed. Presently, there are approximately 5000 licensed family child care homes in Illinois. The problem of unlicensed homes is a common denominator nationally. Some states** have responded to this issue by combining providers, parents, and state agencies to adopt professional ethics and self-evaluation in

order to improve the quality of services. It would be appropriate for DCFS to start this process in Illinois by integrating parents and more providers on the State Advisory Board, which presently includes only two representatives from family child care - the majority service provider - among its 25 members.

Successful providers would offer a unique perspective on the proposed Illinois Public/Private Coordinating Council for Day Care, as they would represent private sector business interests as sole proprietors and public sector interests as child care providers. There is, however, a major problem to be addressed in provider involvement in any policy or decision making organization. The majority of self-employed family child care providers work alone (12 hours a day), and since the priority is child care, they do not have the option to leave their businesses during the day. Therefore, consideration of the family child care operation must be taken into account when arranging for provider participation on this proposed council or any organization that is serious about including the expertise of the provider.

There is a severe shortage of quality child care slots for infants and toddlers in Illinois. There is a waiting list of individuals trying to become family child care providers in Illinois, but they must wait three to six months because of a severe shortage of licensing staff at DCFS. Opening up these frozen positions would have an immediate impact on child care.

Illinois is fortunate to have many individuals who are knowledgeable about child care. I hope you view the professional family child care provider to be part of this group, and that their abundant skills are used.

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*37%, U.S. Department of Commerce, Bureau of the Census; 70%, The Children's Foundation, Washington., D.C.

**Wisconsin and Minnesota.

MINORITY REPORT

Submitted by Amy Dean, Tom Faul, Muriel Tuteur
and Kim Waldron

We commend the State for actively seeking ways to address the shortage of affordable, quality child care for the families of working people. We appreciated the opportunity to work on the Task Force. We do, however, have some strong concerns with parts of the report and recommendations, as outlined below:

Employer Support for Child Care

"Flexible personnel policies" were listed among the options for employers to consider to assist their employees. Employers should be aware that it is all too easy for flexible programs to work against the interests of the families of working people.

1. A good example is the option of "flexiplace" or work at home.

It is crucial to note the difference between home work for professionals or the self employed as compared to clerical and production workers. For the former, home work is either a negotiated privilege or a by-product of the nature of self employment.

For the latter, home work has different motivations. Employees turn to home work because of the serious shortage of affordable, quality child care. Employers are motivated by the desire for reduced labor and overhead costs. In home work, costs are shifted from the employer to the employee--from fringe benefits to work space to utilities to equipment purchased to maintenance costs.

Home work for clerical or production workers usually means a change from wages and fringe benefits to piece work. Piece work and productivity standards combine to pressure for long hours of work. Since home work often does not provide pay for training time or time for equipment malfunctioning, there is even more pressure to make up for lost pay in long hours.

Finally, it is almost impossible to enforce safe and decent working conditions when work is done at home. America's experience in the garment industry earlier in this century gives ample evidence of the abuse possible. Today's strong

laws limiting home work and protecting children developed out of the tragic history of garment home work.

Today we see a very dangerous trend to return to home work for computer workers, apparel and electronic assembly workers. Employees are forced into home work by the absence of quality, affordable child care. That does not mean home work is a good or reasonable option. The answer lies in finding the resources for child care, not in forcing families into dangerous, low paid working situations.

We commend the Governor for his strong statement of concern about the dangers of home work in urban cottage production of women's apparel when revisions to the Fair Labor Standards Act were considered last year.

Employers concerned about the welfare of their employees - and employees' families - will not allow home work.

2. Flexible fringe benefit programs that offer employees a choice of benefits often contain hazards for working parents also. A recent Hewitt survey showed that health cost control, not the family, is the main concern of flexible plans. In their first year, 43% of the plans included higher health insurance deductibles, 26% higher worker contributions for family care, and 16% higher premium co-pays for employee coverage. That kind of cost-shifting is not "flexibility" and it's anti-family.

Also, flexible benefit plans are not often found in the service sector--the fastest growing sector of the U.S. economy. A 1984 Employee Benefit Research Institute (EBRI) survey found only 10% of service industry employers offered such plans. Moreover, 60% of the plans excluded part time employees, whose numbers have increased at the fastest rate over the last 12 years according to the U.S. Bureau of Labor Statistics.

In flexible fringe benefit plans, the most frequent working family option is a wage reduction plan (in 66% of the flexible plans). This benefit doesn't cost the employer anything, except a small administrative fee. Low income workers may not benefit at all. People who earn less than $20,000 in adjusted gross income (prior to the 1986 Tax Reforms) fared better with the federal child care tax credit. It is no surprise that a 1985 survey of flexible benefits by Towers, Perrin, Forsters and Crosby found that only 3% of the participants in plans with such an option choose to take it. Working families need more than salary reduction plans; they need employer contributions to make the benefit real.

Low wage workers have the biggest problem in trying to find good child care. Forcing a low wage worker to choose between the immediate need of child care (in order to get and hold a job) and long range health care and insurance needs for the family is no solution to the child care shortage. Flexible benefit programs are good for working parents when:

a. there is a core plan of health insurance and pension protection that cannot be traded away; and

b. program choices include a child care benefit of use to employees of all income levels.

3. Flexible policies for part time and job sharing sound good, but, again, can mean a step backward for working parents. Some work places replace workers who leave with permanent "contingent" workers who work fewer hours at lower pay and with no benefits. A marginal workforce of this sort means workers with no health care or insurance protection and no pension. It is working poverty.

Job sharing can mean more time at home--but, again, it can mean choosing between a job or health insurance. Job sharing can only make sense for a working parent as long as the family health care needs are also met.

4. The Recommendation titled "The State as Model Employer" points out State government is a major employer in Illinois and calls for developing a child care services plan for state employees. We agree with this recommendation, but urge that the employees' authorized collective bargaining agents work on planning in conjunction with the Department of Central Management Services and the Department of Children and Family Services. We urge further that key elements in any plan include consideration of: convenience of location for child care services; development of policies that strengthen parental involvement with children; availability and range of services as broad as possible, including early morning and after school programs; insuring availability and affordability of care to employees across the entire spectrum of state employment.

General Concerns

1. There is a shortage of affordable, good quality child care. But working people care for dependent adults as well as dependent children. Many wage earners find themselves responsible for the care of elderly parents, or handicapped or seriously ill family members. When looking at ways to address the shortage of child care resources, it makes sense to look also at resources for adult care in the interest of finding common solutions to address the broader range of needs.

2. It is a mistake to limit the thinking about child care needs to "day" care. Working people are employed in shifts around the clock and the needs are 24 hours a day.

GLOSSARY

BEFORE/AFTER SCHOOL PROGRAM - A program designed for children aged six to twelve. These programs are typically operated by park districts, day care centers, and/or public schools.

CHILD CARE CONSORTIA - Groups of employers (large or small) who work together to develop and support programs for employees' child care needs.

CHILD WELFARE AGENCY - A public or private child care facility which receives children for the purpose of placing or arranging for the placement of such children in foster homes or day care homes away from the custody of the child's parents. Foster family homes and day care homes shall be licensed according to the standards prescribed and published by the Department.

CHILDREN WITH SPECIAL NEEDS - Children who exhibit one or more of the following characteristics as confirmed by clinical evaluation:

Visual impairment: the child's visual impairment is such that he or she cannot develop to his or her potential without special services.

Hearing impairment: the child's residual hearing is not sufficient to enable him or her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication; or the child exhibits a hearing loss which prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning.

Physical or health impairment: the child exhibits a physical or health impairment which requires adaptation of the physical plant.

Speech and/or language impairment: the child exhibits deviations of speech and/or language processes which are outside the range of acceptable variation within a given environment and which prevent full social development.

Learning disability: the child exhibits one or more deficits in the essential processes of perception, conceptualization, language, memory, attention, impulse control or motor function.

Behavioral disability: the child exhibits an effective disability and/or maladaptive behavior which significantly interferes with his learning and/or social functioning.

Mental impairment: the child's intellectual development, mental capacity, and/or adaptive behavior are markedly delayed. Such mental impairment may be mild-moderate, severe or profound.

DAY CARE - is defined as the direct care and supervision of a child inside or outside the child's home by someone other than the parent/guardian during any portion of a 24-hour day.

DAY CARE AGENCY - Any person, group of persons, agency or association which undertakes to provide one or more day care homes with administrative services, including, but not limited to, consultation, technical assistance, training, supervision, evaluation, and provision of or referral to health and social services under contractual arrangement.

DAY CARE CENTER - Any child care facility which regularly provides care for less than 24 hours per day for more than eight children in a family home or any number of children in a facility other than a family home. This term does not include programs operated by public schools, shopping centers, programs conducted on federal premises, and various other part-day child care facilities. (See Section 2.09, Child Care Act.) Day care centers include full-day programs, half-day programs (pre-school programs), and before/after school programs. Working parents tend to choose full-day programs and/or before/after school programs to meet their need for child care services. Day care centers are licensed and monitored by the Department of Children and Family Services. As applicable, facilities must also receive clearance from the State Fire Marshal's Office and the Department of Public Health.

DAY CARE HOME - A family home which provides a child care service for more than three unrelated children up to a maximum of eight children for less than 24 hours per day. Family day care homes are licensed and monitored by the Department of Children and Family Services.

EMPLOYER - A person or entity that employs personnel, be it public, private or not for profit.

INFANTS - A child aged six weeks to fifteen months.

LICENSING POLICIES/PROCEDURES - Child care facilities as defined by the Child Care Act of 1969 are licensed and monitored by the Department of Children and Family Services. The license authorizes the facility to operate in accordance with applicable standards. Many facilities are issued a six month permit prior to licensure. The license is valid for two years and annual visits are scheduled, along with the license renewal visit. Monitoring visits are made on a routine basis to those facilities where violations of standards are found. Monitoring visits are usually unannounced visits.

When a complaint is made about a child care facility, a licensing representative must initiate an investigation within 48 hours to determine violations of standards. An investigative visit is always an unannounced visit. Facilities that have apparent violations must be monitored for compliance with licensing standards.

PRESCHOOLER - A child aged two to six years.

PRESCHOOL PROGRAM - A half-day enrichment program designed for children aged three to six. This type of facility is not normally used by working parents since it only meets for half of the day.

SCHOOL AGE CHILDREN - Children from six to eighteen years of age.

STATE ADVISORY COMMITTEE ON DAY CARE - The State Advisory Committee on Day Care was established in 1964 to advise the Department of Children and Family Services on general policy involved with the provision of day care in Illinois. It consists of twenty-five members representing professional, civic, public, non-profit and proprietary agencies, organizations, and groups concerned with the provision of day care. Over the past several years it has been highly involved in the development of licensing standards, day care training, funding and budgetary issues, and program development.

TODDLER - A child aged fifteen to twenty-four months.

WORKING PARENTS - For the purpose of the Governor's Task Force on Day Care, the term "working parents" includes those parents currently employed, as well as those in job training programs and education programs which will lead to employment.

APPENDIX

STEERING COMMITTEE

Elliot Lehman
Co-Chair

Jayne Thompson
Co-Chair

Josie Disterhoft

Michele Piel

Jane Grady

Alice Rose

Gordon Johnson

CONSULTANTS TO THE GOVERNOR'S TASK FORCE ON DAY CARE

Ellen Gannett
Coordinator of Training
and Education
Wellesley College
Wellesley, Massachusetts

Tutti Sherlock
Executive Director
Child Care Resource
& Referral, Inc.
Rochester, Minnesota

DEPARTMENT OF CHILDREN AND FAMILY SERVICES STAFF

Sue Howell
Chief
Office of Child Development

Thomas E. Villiger
Deputy Director
Division of Child
Protection

Vicki Stoecklin
Day Care Development Specialist
Office of Child Development

Ginger White
Secretary
Office of Child
Development

Sister Julia Huiskamp
Catholic Urban Programs
East St. Louis

Gordon Johnson
Illinois Department of
Children and
Family Services
Springfield

Jacqueline Kassouff
National Alliance
of Business
Chicago

Barbara Kuczen-Schaller
Chicago State University
Posen-Robbins Elementary
School District 143.5
Posen

Luellen Laurenti
National Organization
for Women
Normal

Handy Lindsey
Chicago Community Trust
Chicago

Dorothy Maggett
Illinois State Board
of Education
Springfield

Sherry Marnell
Illinois Department of
Public Aid
Chicago

Scott Mies
Employees' Day Care Center
Fel-Pro, Incorporated
Skokie

Pamela Mitroff
Illinois State Chamber
of Commerce
Chicago

Susan W. Nall
Southern Illinois University
Edwardsville

Michele Piel
YWCA Of Metropolitan Chicago
Chicago

Alice Rose
Chicago Association for the
Education of Young Children
Chicago

Edna Schade
Office of the Governor
Chicago

Margaret Smith
Illinois State Senator
Chicago

Deborah Washington
Northeastern Illinois
Planning Committee
Chicago

Ruth Stern
Gonsultant
Highland Park

Bernice Weissbourd
Family Focus
Evanston

Maria Svihla
Day Care Action Council
of Illinois
Chicago

Meridel Wesely
Hinsdale School District 181
Hinsdale

Michael Thom
Chicago Association of
Commerce & Industry
Chicago

Maria Whelan
Carole Robertson Center
for Learning
Chicago

Muriel Tuteur
Illinois Women's Agenda
Chicago

Kathleen L. Wojcik
Illinois State Representative
Schaumburg

Kim Waldron
Service Employees
International Union
Chicago